2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	Document Control Center Received Texas Education Agency 2014 MAY 13 PM 1:36
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #	
Grape Creek ISD		226-907	Grape Creek HS/#001			
Vendor ID #	ESC Region #		US Congressional District #	DUNS #		
751179103	15		11	869066241		
Mailing address			City		State	ZIP Code
8207 US Hwy 87 North			San Angelo		TX	76901

Primary Contact

First name	M.I.	Last name	Title
Justin (J.W.)	W	Angel	Technology Director
Telephone #	Email address		FAX #
325-653-1852 x 5012	jw.angel@grapecreekisd.net		325-653-3568

Secondary Contact

First name	M.I.	Last name	Title
Garett	S	Causin	Technology Assistant
Telephone #	Email address		FAX #
325-653-1852 x 5012	garett.causin@grapecreekisd.net		325-653-3568

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
David	L	Hale	Superintendent
Telephone #	Email address		FAX #
325-658-7823, ext. 1000	David.hale@grapecreekisd.net		325-658-8719

Signature (blue ink preferred)   Date signed

5/6/2014

Only the legally responsible party may sign this application.

701-14-107-239

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Grape Creek ISD ranks 673rd among the Texas public school districts receiving the least in revenue per weighted average daily attendance (WADA). It is important to note; however, that Grape Creek receives $5,054 While the lowest ranking school receives $3,624 and the highest-ranking school receives $44,186. Because Grape Creek is on the lower end of this scale, the district has purchased one piece of technology at a time as funding has allowed or has received used equipment donated by local businesses or the local university whenever they have upgraded their equipment. This has resulted in some new technology, but mostly outdated and antiquated computers; an inadequate infrastructure to support what we have; and exposed cabling and wires that pose a safety hazard. Strides are being made to remedy this situation and this grant would greatly enhance efforts in a positive direction.

The 1:1 iPad Program at Grape Creek High School began with the hiring of a new technology director and a technology assistant. This was accomplished in January and March of this year, respectively. Once personnel were in place, the technology staff and administrators began planning the program and approached the school board with an idea to purchase enough iPads for all high school teachers and students and to enrich the curriculum by integrating technology. This was an idea the board embraced because it fit into their newly written district goals and activities as a step toward upgrading the district's technology and training the district's teachers in the use of technology.

The district's new technology director came to Grape Creek from a similar district that had administered a 1:1 iPad Program over the past two years. Because of his experience and the program design that was already in place and working in this district, a lot of time was saved by not having to lay much groundwork. The director was able to secure his prior district's iPad policy, which was modified somewhat for our district's use, and the program's structure was borrowed and tweaked slightly to fit Grape Creek's unique needs.

The first hurdle to the program faced was the inadequate infrastructure. Only around 60% of the high school facilities were wireless and the system in place wouldn't handle the current usage. As of this month, cabling, access points and switch upgrades have brought the coverage to 100% with enough saturation to handle an additional 300 devices.

The second hurdle was two-fold – getting the devices into the hands of all teachers and training the teachers on how to use the devices and integrate the technology into their classrooms. The initial 40 devices were purchased for teachers out of fund balance. After a short orientation, teachers were allowed to take them and get acquainted with them. A more formal in-house training is set for May and teachers will be attending workshops over the summer to help them learn how to use the iPads and integrate technology into their classrooms.

During the week of in-service training in August, a technology integrator from another district will train all high school teachers in how to implement the program and use the devices to their full potentials in the classroom. In January 2015, the district plans to hire a full-time technology integrator who will be in place by the time the iPads are ordered for students. The district will purchase enough iPads for each student at the high school plus 10% over that number to allow for devices that need to be replaced or repaired over the course of the year. The purchase is being delayed until January to allow for possible funding from outside sources, such as from this grant opportunity, and to allow teachers to become more efficient and proficient with the tablets.

Beginning with the 2014-2015 year, Grape Creek ISD is purchasing only a single classroom set of hard-bound textbooks in every subject matter adopted that year. The single classroom sets will be accompanied by electronic versions of the textbooks in an effort to move toward a 100% electronic textbook adoption in the near future.

Students are being polled this month to determine the need for wireless access inside their homes. Once we determine the need, we will approach local wireless providers to work out an agreement to provide access at the least possible expense to the district and homeowner.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Parents and students will be required to sign an iPad User Agreement that has been reviewed by our school board, administrators and faculty. Teachers will also be required to sign this agreement as part of the program. As part of the agreement, parents will purchase an "in-house" user fee of $50 per year or $25 a semester to cover any repairs, troubleshooting or software upgrades. Those experiencing economic hardships may be eligible for reduced or waived fees. All repairs that can be, will be completed by our technology personnel.

The district does have a few homeless students. For these, the library will be open after hours to accommodate those in need of access for homework assignments. In fact, the district is in the process of exploring the process of partnering with the Tom Green County Library to create an annex to the library in our high school library. This would mean the library would be open during extended hours every evening and on weekends with personnel in place that could assist any students with technical issues.

Grape Creek ISD is in need of this grant. The only laptops on the high school campus belong to the administrators. There are only two iPads in the library. The district does not allow students to bring their own technology from home because of the lack of control over inappropriate content or applications on the devices. Patrolling this would constitute a nightmare for teachers and technology staff.

Many of our staff members are not proficient with technology. Professional development in this area is sorely needed. Training staff is one of the activities noted of particular need on campus improvement plans, the district improvement plan, the district technology plan and the board goals and activities. It all fits into the needs assessments that were conducted at various levels by different groups, spelled out in further detail elsewhere in this proposal.

The Grape Creek High School 1:1 iPad Program is in its infancy. We are taking small steps in order to be fiscally responsible and to ensure each step is completed to satisfaction before we enter into the next phase. In other words, the infrastructure must be in place before the devices are used, the teachers must be trained well before they are expected to teach the students and ultimately the students will be trained in the proper and vast uses of the tablets and their applications to the learning process.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 226-907				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$	
Schedule #9	Supplies and Materials (6300)	6300	$97,760	$0	$97,760	
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	
	Total direct costs:		$	$	$	
	Percentage% indirect costs (see note):		N/A	$	$	
	Grand total of budgeted costs (add all entries in each column):		**$97,760**	**$0**	**$97,760**	

Administrative Cost Calculation

Enter the total grant amount requested:	$97,760
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,664

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 226-907	Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				Grant Amount Budgeted	
	☐ Print shop fees		☐ Technology-related supplies			
	☐ Postage		☐ Other:		$	
	☐ Copy paper		☐ Other:			

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6399	1	iPad – 16GB	Provide 1:1 Student/Device	235	$379		
	2	Survivor Case	Protective Covering for iPads	235	$37		
	3				$	$97,760	
	4				$		
	5				$		

6399	Technology software—Not capitalized	$0	
6399	Supplies and materials associated with advisory council or committee	$0	
	Subtotal supplies and materials requiring specific approval:	$97,760	
	Remaining 6300—Supplies and materials that do not require specific approval:	$0	
	Grand total:	$97,760	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			290	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	3	1.03%	Attendance rate	95.30%
Hispanic	94	32.41%	Annual dropout rate (Gr 9-12)	.0072%
White	189	65.71%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	157	54.14%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	4	1.34%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	3	.0108%	Average ACT score (number value, not a percentage)	N/A

Comments

Out of the 290 students receiving services from this program, 32 (11%) receive Special Education services. There are many applications that can be accessed with mobile devices and used in the home that will give these students the extra help they need.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											73	73	76	68	290
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															290

Schedule #13—Needs Assessment	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grape Creek ISD's Technology Task Force, comprised of technology personnel and technology-related instructors, meets to put together the District Technology Plan. The 2014-2017 plan includes the following:
Objective 1.2: Skilled technology personnel are available to support technology in the district.
Objective 2.1: Provide hardware and software to meet students' learning needs through distance learning and other technologies.
Objective 4.2: Review and update infrastructure; Strategy 4.2.1: Investigate ways to integrate a 1:1 student to computer ratio for the district.
Objective 4.2.3: Continue to seek grants, donations and plan budget strategies to acquire and maintain all technological services that are needed.

The High School District Site Base Committee, which includes faculty, administrators, and representatives from the community, parents and businesses, consults the Technology Plan to create an annual Campus Improvement Plan. The 14-15 High School Campus Improvement Plan includes the following:
Prioritized Areas of Concern - #2 is Wireless Network is weak in many areas of high school prohibiting effective use of devices such as iPads.
Goal #5 – Obtain state-of-the-art facilities that meet the needs of all students. Objective #6 – Integrate technology effectively and appropriately into daily instruction. Activity 2.6.1 – Provide staff development in the use of district technology; Activity 2.6.10 Improve wireless network throughout the high school;

Administrators meet with the Superintendent each year to put together a District Improvement Plan that relies heavily on the campus plans for input and structure. This plan is reviewed by the District Site Base Committee made up of teacher representatives from all campuses, administrators, business owners, parents and representatives from the community. The 1314 District Improvement Plan – Technology section – includes the following text:
Identified Areas of Concern – Lack of Adequate Internet Connectivity; Strategy to Identify and Address Wireless Connectivity at MS/HS;
Activities/Strategies 1.2.12: Increase the availability and accessibility of computer hardware and software in instructional settings to students.
Goal 6: All students will reach high standards, at a minimum attaining proficiency or better in technology skills by 2013-2014. Objective 1: By May 2013, GCISD will increase the skills of all students in technology or career and technology areas to ensure student success. Adequate success will be measured by classroom performance assessments and through additional technical skills logged in student portfolios. Activity 6.1.1: Develop GCISD technology training and proficiency standards accountability system for all staff that are based upon the STaR Chart and that meet or exceed the 8th grade technology STAAR/EOC in the areas of word processing and electronic communications and 6.1.2 Infuse and integrate technology into teacher curricular goals and objectives in order to effectively manage and assess the alignment of curriculum, curriculum management, student assessment and strategies for documenting the teaching of objectives and student mastery in all core courses, PK-12. (Ref GCISD Tech Plan Page 5, 1.3.1-5); 6.1.3 Maintain a wireless computer network to integrate technology into all academic core classes through the district (ref Tech Plan, Pg. 5, 2.1.2); 6.1.6 Require instructional staff to complete technology training as per campus scheduling

The Board of Trustees met in September 2013 to prioritize District Goals and among them, technology ranked very high. In October 2013, 25 members of the District Site Base Committee met to prioritize needs for the district and were not given the rankings the board had made. The committee expressed a need for technology upgrades – district wide, especially connectivity and access, and for teacher training in technology as their #2 entry under Program Needs. The board met again and completed the process, listing as # 4: "Begin District-wide Technology Upgrades".

All of the needs assessments, goals, objectives and activities support the 1:1 iPad Program at Grape Creek High School.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Deficiencies among all students in the appropriate usage of technology, technology skills and knowledge of the capabilities technologies can provide in the educational process.	The ultimate goal of this program is to ensure ALL students, regardless of income constraints, will have access to a uniform mobile device that will be used to improve their skills and knowledge of appropriate use and knowledge of educational applications. The 1:1 iPad Program will put all students on a level "playing field" whereby all will have equal access to the same technology.
2.	Lack of adequate wireless connectivity at all campuses.	To set the foundation for the 1:1 iPad Program we need to ensure the infrastructure is in place to support the devices. Connectivity was very poor at the high school. This has already been addressed in April 2014 by increasing from 4 to 18 access points, upgrading from CAT 5 to CAT 6 Ethernet cabling and installing switches capable of 1GB as opposed to the switches that were only capable of 100 mb.
3.	Deficiencies in technology skills among teachers.	The second step in the 1:1 iPad Program is to ensure all teachers are skilled in the use of the iPad and familiar with applications that can be applied to teaching and communicating with students. Devices have already been purchased for every high school teacher and will be issued in May 2014 with an initial orientation training followed by more intense training over the summer. A Technology Integrator will be hired during the second semester in 2015 to further assist teachers.
4.	Lack of student access to sufficient computer hardware and software	Grape Creek ISD is a poor school district with limited funding and space for desktop computers. It is much more cost-efficient to provide iPads to students. The iPads will be mobile and allow students to work on homework and communicate with teachers after regular school hours. Grant funds will be used to purchase 235 of the 319 iPads needed to provide a 1:1 program at the high school.
5.	Lack of student access to wireless internet connectivity.	A survey is being conducted this month of all high school students to determine need for wireless connectivity within the students' homes. Based on this information, the district will begin seeking internet providers to begin the process of ensuring every student has wireless connectivity at home.

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	Schedule #14—Management Plan	
County-district number or vendor ID: 226-907		Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	High School Principal	The high school principal must be in complete agreement with the project, including the vision to make technology available to all students equally and integrating technology into all core subject areas at all grade levels.
2.	Director of Technology	At least 5 years' prior educational technology experience; Basic troubleshooting and prior experience deploying a 1:1 iPad program in another district.
3.	Technology Assistant	At least 3 years' prior technology troubleshooting experience. Demonstrated proficiencies in troubleshooting hardware – both PC and Mac platforms – and related software issues.
4.	Technology Integrator	Texas certified teacher with at least 2 years of technology experience. Experience integrating technology into the classroom.
5.	Professional Development Consultant	Two years' experience as a technology integrator utilizing a 1:1 iPad program on a campus of similar size as Grape Creek High School.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Conduct District Needs Assessment.	1.	District Board of Trustees – Goals and Activities	09/30/2013	08/31/2016
		2.	District Site Base Committee – Goals & Activities	10/30/2013	08/31/2016
		3.	District Technology Plan	09/01/2013	08/31/2016
		4.	High School Campus Needs Assessment	09/01/2013	08/31/2016
		5.	District Improvement Plan	05/01/2013	08/31/2016
2.	Provide adequate technology support personnel.	1.	Hire a Technology Director	01/14/2014	08/31/2016
		2.	Hire a Technology Assistant	03/27/2014	08/31/2016
		3.	Hire a Technology Integrator	01/12/2015	08/31/2016
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Provide sufficient infrastructure to support project.	1.	Purchase/install additional access points & switches	04/01/2014	04/19/2014
		2.	Purchase/install upgraded cabling	04/01/2014	04/19/2014
		3.	Purchase 40 iPads for all High School Teachers	04/14/2014	05/12/2014
		4.	Purchase 375 iPads for all HS Students	12/17/2014	01/16/2015
		5.	Provide internet access to homes as needed.	01/19/2015	08/31/2016
4.	Professional Development & Program Launch	1.	Issue iPads to Teachers/Implement Initial Training	04/30/2014	04/30/2014
		2.	Reintroduce Teachers to Atomic Learning Tutorials	08/22/2014	08/31/2016
		3.	Hold program orientation meetings with parents and obtain student/parent signatures on agreements.	01/19/2015	05/25/2015
		4.	Issue iPads to ALL high school students.	01/19/2015	05/25/2015
		5.	Retrieve student iPads for summer/upgrade & repair	05/25/2015	08/25/2015
5.	Program Evaluation & Consideration for Duplication	1.	Teacher Input (lesson plans, discussions, grades)	01/19/2015	05/25/2016
		2.	Technology Staff Input (data, discussions)	01/19/2015	08/30/2016
		3.	Administrator Input (discussions, teacher evals)	01/19/2015	08/31/2016
		4.	Quarterly Reports to District Site Base	08/22/2014	08/31/2016
		5.	Monthly Reports to School Board	08/22/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus in our district has a specific Campus Site Base Committee comprised of campus faculty, community members, business representatives and parents. The District has a separate site base committee made of district administrators, faculty, business and community representatives and parents. In addition, the district has a Technology Committee that includes all technology staff, administrators and targeted faculty members. These three committees will play integrate roles in ensuring this project's goals and activities are on track for success and the committee members are responsible for communicating between their committee and their respective constituents.

The process begins with the Technology Committee who meets to determine specific technology needs across the district that are used to generate a District Technology Plan. These needs are also communicated to the campus site base committee who take the information into consideration as they prepare their specific campus needs assessment between February and April of each school year. The needs assessment is used as a driving force to create a campus improvement plan (CIP) each year. The CIP is then used to generate a district needs assessment in May/June that will spawn a District Improvement Plan (DIP) during the summer. The District Improvement Plan is reviewed and approved by the District Site Base Committee and the Board of Trustees every year. It is important to note that these improvement plans are working documents and are adjusted throughout the year to meet specific changes that might occur. The District Improvement Plan is posted on the district's website and all improvement plans and the Technology Plan are available in hard copy at all administrative and campus offices.

In addition to this network of committees, the Board of Trustees and the District Site Base Committee conducted unique District Goal and Activity-Setting sessions this year. The Trustees met first to determine specific programmatic and facility needs and goals for the district and the District Site Base Committee met independently to determine the same. Neither group was given the list that the other created; yet both groups produced the same technology goals.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We hired a new Technology Director recently that has prior experience with implementing a 1:1 device program in another district. We also hired a Technology Assistant (a first for our district) to provide additional help desk support. In the near future, we will be hiring a Technology Integrator to assist teachers with the process of shifting the curriculum into the technology realm. We have already purchased iPads for each high school teacher and will be providing initial iPad orientation in May of this year. The teachers will have the iPads in their possession over the summer months as they participate in workshops to help them learn more about the devices and get more acquainted with their capabilities. More intense professional development is planned for during the summer and the week leading up to the start of the 2014-2015 school year.

The Technology Integrator will be hired in January or February of 2015 to further prepare teachers for the process of incorporating technology into the classroom curriculum. Ongoing professional development, both corporately and individually, will be ongoing to keep teachers enthused about new methods of teaching and communicating with students. In addition, a survey is being conducted among 8th-11th grade students to determine if they have a need for WiFi access in their homes so we can better prepare for any needs in this area once the program is launched.

One of the most integral partners in this project are the seven school board trustees since they ultimately approve technology purchases and hiring the personnel to support it. The board is presented monthly board reports from the Technology Director that include advancements made toward technology goals, obstacles that have been encountered along the way and future plans for the district's technology.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Documentation of Infrastructure and Device Purchases	1.	Purchase Orders and Invoices
		2.	Contracts for Services
		3.	
2.	Documentation of staff development and technology proficiencies	1.	Staff Development Certificates
		2.	Sign in Sheets
		3.	Technology Proficiency Assessments
3.	Documentation of technology integrations in the classroom.	1.	Lesson Plans
		2.	Administrator Observations and Evaluations
		3.	PEIMS for Student Demographic Data & Curriculum Titles
4.	Documentation of project timeline implementation	1.	Quarterly Reports to District Site Base Committee
		2.	Monthly Reports to School Board
		3.	
5.	Documentation of student learning.	1.	Technology proficiency tests in September and May
		2.	Teacher Observations and student works
		3.	Gradebooks

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All purchases will be documented through purchase orders, invoices and contracts made with service providers (e.g. wireless internet providers, device maintenance agreements etc...). Staff Development will be documented through workshop certificates, workshop sign-in sheets and staff technology proficiency assessments that will be administered in September of each year.

Lesson plans and administrator observations and evaluations will be used to document the level of technology integration into the curriculum. The Technology Integrator will also play an integral role in this process with reports to the Technology team and administrators and interactive discussions with teaching staff. PEIMS data will be used to track students by all demographics. Titles of instructional materials (e.g. eBooks, workbooks, electronic textbooks) will serve as further documentation of technology integration. Student technology proficiencies will be demonstrated through assessments conducted in September and May of each year. These proficiencies will be directly linked to the Technology Applications TEKS for their respective grade level. Further documentation of student learning will be demonstrated by teacher observations, student works and gradebooks.

The Technology Director will assemble all data from all sources and include this in his monthly reports to the school board. He and his technology team will prepare a quarterly report that will be provided to the District Site Base (DSB) Committee on a quarterly basis. The DSB Committee will evaluate the program's strengths and weaknesses and will make a report to the school board.

All of the data, evaluation instruments, observations and reports will be incorporated into the campus and district needs assessments for the current and upcoming school years and will drive the direction for technology advancements in the campus and district improvement plans as well as the district technology plan.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The $97,760 requested of this grant opportunity would allow Grape Creek ISD to purchase 235 of the 319 iPads needed to implement the 1:1 iPad Program on the Grape Creek High School Campus. These funds are critical to the success of this program. Each unit costs $379 for the iPad itself and another $37 for a protective case for a total of $416.

Enrollment at the high school stands at around 290 students, but is expected to rise somewhat over the next couple of years due to increased oil production in the area. We are purchasing one device per student plus another 10% to account for lost or damaged tablets.

We are not asking for any administrative costs on this grant. We are hiring a technology integrator, purchasing the remaining 84 tablets, making the infrastructure upgrades and conducting professional development through the use of budgeted funds or money from fund balance or other grant applications as they become available.

This is the first time a 1:1 Technology Program has been implemented in Grape Creek ISD. Funds have just not been available to do this in the past.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this point, the remaining $34,944 needed to purchase the balance of iPads required to supply each high school student a tablet plus allow 10% more to account for damaged or lost devices, will be coming from the district's fund balance or other grant funds.

The district's Instructional Materials Allotment money is already being spent to supply textbooks and electronic textbooks for the students. No excess money is available for this endeavor.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Board of Trustees met in September 2013 to prioritize District Goals and among them, technology ranked very high. In October 2013, 25 members of the District Site Base Committee met to prioritize needs for the district and were not given the rankings the board had made. The committee expressed a need for technology upgrades – district wide, especially connectivity and access, and for teacher training in technology as their #2 entry under Program Needs.

The board met again and completed the process in March 2014, listing as objective # 4: "Begin District-wide Technology Upgrades". They kept this description broad enough to encompass a myriad of different technologies at all campuses, but discussions in meetings included the technology upgrades and 1:1 iPad Program at the high school and their desires to see the district move forward in this area.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grape Creek ISD is starting with its only high school as a focal point for a 1:1 iPad Program launch. While we'd love to incorporate a 1:1 program on more than one campus, it is economically unfeasible to do so. The high school was chosen because these are the students closer to the finish line in their K-12 educational careers. Because they will be entering the world of postsecondary education or the workplace within the next few years, these are the students we must serve first, equipping them with the technology skills they will need to succeed in their lives. It would have made no sense to start with the middle school first, equipping each student with an iPad they could take home and use. If, for some reason, funding couldn't be procured to expand the program to the high school, these middle-school students would not be able to further their experiences at that level.

The district created a short survey that is being given to every 8th-11th grade student this month to determine whether they already own a mobile device and whether or not they have an operational wireless internet setup in their homes. This will help us determine which students will need assistance setting up a home wireless network for next year. Once the list is generated of students in need, we will cross-reference that list with those students receiving free and reduced meals. Those students will receive assistance first. Students whose families might be experiencing a particular financial crisis and who might not qualify for the free and reduced meals, can also apply for assistance. Applications will be reviewed individually by administrators.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program would align with curriculum, instruction, and classroom management policies and practices that are currently in place and also modified curriculum, instruction, and classroom management policies that are planned in the event we are successful recipients of this grant. With the incorporation of a 1:1 initiative, we have plans in place to relax current policies that place many restrictions on use of electronic devices. Our handbook would be amended to allow students to use such devices during breakfast, lunch, and during our "Wings" (tutorial) periods each day.

With plans for textbooks, worksheets, handouts etc. to be electronically generated for iPad usage, students would be allowed freedom to access these materials in various settings throughout the school day. Obviously, as with any teaching device, there would be restrictions placed on usage, i.e., students would be expected to "put away" the iPad if the activity did not call for electronic device usage.

Currently our students do not have email accounts to communicate with teachers, but accounts will be created to allow teachers to email students assignments when they are absent from school or when extracurricular activities interfere with student attendance. Our district has also contracted the services of a technology integrator who will assist our district in incorporating the iPads into our current curriculum and develop reasonable, effective classroom management policies that facilitate "Best Practices" in these policies and maximize student learning through the incorporation of additional technological devices in the hands of our students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our school board just approved the adoption of and purchase of digital versions of Texas Biology, Texas Chemistry, Texas Integrated Physics/Science, Texas Physics, Introduction to Anatomy and Physiology and Environmental Science for our high school. As other subjects come up for adoption, the district will definitely purchase any available digital versions in order to perpetuate this program and make the most use of the 1:1 iPad Program. Pending permissions from publishers, the district also hopes to begin scanning paper textbooks into Adobe files for those adoptions that are not available digitally.

Only one classroom set of high school textbooks is being purchased in hard copy from this point forward; all others will be purchased digitally.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district purchased an iPad for each high school teacher that will be issued in May 2014. The teachers will be given an in-house basic orientation on the use of the devices in May and will then be given some time to get acquainted with them during the summer months. Over the summer, teachers will be enrolled in workshops to increase their skill levels. The district is investigating the possibility of securing a technology trainer from our local Region Center to do some individual and more concentrated workshops for us during the summer.

During the week of Fall Inservice (August 18 – 22, 2014), a day will be set aside to provide more intense training with a contracted Curriculum Integrator. Teachers will have the first semester to become acquainted with and more proficient with the iPad. During the second semester of the 2014-2015 school year, the district hopes to hire a full-time Technology Integrator who will work with teachers corporately and individually on specific skill sets and in learning how to fully use the device as a tool to enforce their classroom curriculum.

The District is property-poor and is among the poorer school districts in the State. Because of this, and because we want don't want to overwhelm the limited technology staff we have employed, we are proceeding slowly with this program as funds and resources allow.

TEA Program Requirement 6: Applicant must describe how the infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In April 2014, the district upgraded the technology at its high school campus, replacing CAT5 cabling with CAT6, increasing the number of access points from 4 to 18 and increasing the capacity of switches from 100Mb to 1G each. Wireless connectivity increased from a sparse 60% to 100% coverage on the high school campus as a result of these changes with the capacity to easily handle the saturation another 300 tablets would require.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A survey is being conducted in May 2014 of all high school students to determine if they have wireless access in their homes. This will give us a workable number to use as we approach wireless carriers in the area to determine the best way to supply access to these students.

Depending on the numbers, we could purchase some devices with 4G capabilities or we could contract with a wireless provider to give us a cut rate on supplying access to students in need. We will have to investigate our options and determine the best plan for our students that would be most economically feasible for our district.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A new technology director was hired to oversee the district's technology and for the first time, a technology assistant was hired to help troubleshoot problem areas and lend support to the department. In January 2015, a technology integrator will be hired to assist teachers to incorporate technology into the classroom curriculum.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students and parents will attend a mandatory meeting with the Technology Director who will provide a brief overview of the program and a detailed outline of the mandatory iPad Protection Plan and Student Pledge agreement that will be signed by both the parent and the student before an iPad will be issued. Once the signed paperwork is secured and students have received preliminary information and instructions concerning the tablet, the iPad will be checked out to the student by the Technology Director.

The device will remain in the possession of the student throughout the school year. In May, the Technology Director will check in all devices. He and the technology assistant will inspect each device thoroughly for any damage or malfunctions. Since the device has a unique number that is assigned to each student, students and their parents will be required to satisfy the terms of the agreement should damage or malfunctions be discovered that were likely the result of misuse or mishandling. Students will be charged a fee for any needed repairs, not to exceed the replacement cost of the iPad.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 226-907	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students who graduate early, withdraw, are suspended or expelled or terminate enrollment at Grape Creek High School for any reason must return their iPad on the date of termination. If they fail to do so, they are subject to financial liability until the iPad is returned or associated fees are received (replacement cost of, if applicable, any insurance deductible). This rule also applies to those students who finish the year and do not return their iPad at that time. In addition, failure to return the device within 5 working days after un-enrollment from the campus will result in a theft report filed with local law enforcement authorities.

Because additional iPads are being purchased, students will be issued a second iPad if their original iPad is undergoing routine maintenance or is otherwise incapacitated. Each student will be required to purchase the School Damage and Repair Protection Plan in the amount of $50/year or $25/semester. Students with demonstrated need will receive reduced or waived fees for insurance. This $50 will be used to purchase damaged components and help defray other costs associated with repairs. The District's technology staff will make most repairs. At the end of the year, any unexpended insurance funds will be used to purchase additional tablets for the next year's 1:1 program.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district borrowed an existing Technology Lending Agreement from a neighboring school district of similar size to Grape Creek ISD. The agreement was tweaked by administrators and technology staff to fit our specific needs. The agreement was presented to the school board for review.

The agreement covers sections from "Receiving your iPad & iPad check-in" to "Taking Care of your iPad", "Using your iPad at School", "Managing your Files and Saving Your Work", "Software on iPads", "Acceptable Use", "Protecting and Storing your iPad", "Repairing or Replacing Your iPad", "Steps to Take if Your iPad is Stolen", "Parent Permission and Acknowledgment Form", "Student Pledge for iPad Use", "Internet Acceptable Use – Safety Policy" and finally, "Acceptance of Terms and Conditions".

Under "Acceptable Use", students are required to agree to a list of student responsibilities including verifying they have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Specifically, they must demonstrate they know safe, responsible, legal and ethical behavior while using technology tools and resources and are expected to understand, explain and practice copyright principles, including current laws, fair use guidelines, creative commons, open source and public domain; practice and explain ethical acquisition of information and standard methods of citing sources; practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette and acceptable use of technology; and understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy and piracy such as software, music, video and other media.

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